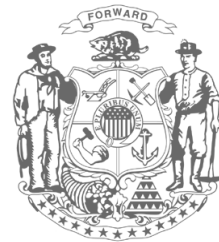


Fall

2006

WISCONSIN



WKCE-  
CRT

# Directions for Test Administration

Grade

3

48896



The Wisconsin Student Assessment System (WSAS) is a comprehensive statewide program designed to provide information about what students know in core academic areas and whether they can apply what they know. The Fall 2006 *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* (WKCE-CRT) is customized to measure the Wisconsin Model Academic Standards and is developed and designed by Wisconsin educators in conjunction with CTB/McGraw-Hill. For students in Grade 3, the test includes multiple-choice and short-answer items in Reading and Mathematics.

#### TEST SECURITY

**The Directions for Test Administration and the test books must be kept secure. Students must not be exposed to test content before the actual testing. If students have prior knowledge of test content, results of testing can give a deceptive picture. Please assume responsibility for maintaining strict security of these documents.**

The Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability.

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# MESSAGE TO TEACHERS

The Directions for Test Administration will help you administer the Wisconsin Knowledge and Concepts Examination—Criterion-Referenced Test (WKCE-CRT) in a uniform manner that is essential for the integrity of this testing program. Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions must be read as written.

State and federal laws require that state assessments must allow for the inclusion of **all** students, including students with disabilities and English language learners, to the extent practicable. If you have students with disabilities, English language learners, and/or Section 504 students for whom the standardized testing procedures are not appropriate, please check “The Assessment Matrix” section of this manual or Section 6 of the *WKCE Guide for District Assessment Coordinators and School Assessment Coordinators* (DAC Guide) for guidelines on allowable test accommodations. Also, if you have blind or visually impaired students who are taking the Braille or Large Print version of the test, check the DAC Guide for information on how to facilitate their testing. Students with disabilities and English language learners who do not participate in the statewide assessment must participate in either the Wisconsin Alternate Assessment—English Language Learners (WAA-ELL) or the Wisconsin Alternate Assessment—Students with Disabilities (WAA-SwD).

Questions in the Reading test must **not** be read aloud to any student because these questions test reading comprehension. Mathematics questions may be read aloud to students with an IEP or Section 504 plan that allows for such accommodation. Make sure these students are tested in a room separate from the regular classroom setting since the teacher’s reading aloud would be disruptive to the other students. Students for whom the Mathematics questions are read aloud may all be given the same test book form. The test book form is indicated on the front cover of each test book.

For Grade 3, there are four different test book forms (A06, B06, C06, or D06), which are packaged together in groups of five and twenty-five. The forms should be distributed to the students in the order in which they are packaged. Each student should receive only one test book form. Always check to see that each student has his or her own test book form.

Given the variety of conditions at each school, it is not possible to provide one ideal test schedule that can be implemented in every setting. In planning your testing schedule, consider the facilities and daily schedules of your school, as well as the ability to conduct the testing in a manner that will encourage and allow for student success.

## IMPORTANT

To protect the integrity of the test and to protect the school staff from any appearance of impropriety, you may **not** check or read the students’ answers after testing.

As we developed the WKCE-CRT, our mission was to create a standardized assessment instrument that would help teachers help students. The WKCE-CRT test provides useful, comprehensive information about student progress, and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

**STEP****1**

## Check Your Test Materials

Check to be sure you have the following materials.

If any materials are missing, contact the CTB Help Desk at (800) 282-2203.

### FOR THE TEACHER

- ☐ Directions for Test Administration
- ☐ one form of a test book
- ☐ “Do Not Disturb” sign

### FOR EACH STUDENT

- ☐ test book
- ☐ punch-out tools (Punch-out tools for each Grade 3 student include two sets of pattern blocks and a ruler with U.S. customary and metric measurement.)
- ☐ No. 2 pencil with eraser (no pens)
- ☐ extra eraser
- ☐ scratch paper

*The use of calculators in Mathematics, Session 1 and Session 4 Part A is not allowed for any student, as those sections of the test measure computation skills. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use the calculator for other sessions of the Mathematics test. The accommodated students must be tested in a separate room so as not to give the appearance of having an advantage.*

### CALCULATORS

The use of calculators in Mathematics, Session 1 and Session 4 Part A is not allowed for any student, as those sections of the test measure computation skills. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use the calculator for other sessions of the Mathematics test. The accommodated students must be tested in a separate room so as not to give the appearance of having an advantage.

# Observe Test Security Guidelines

## Test Security

The primary goal of WKCE-CRT test security is to protect the integrity of the examinations. To ensure that trends in achievement results can be calculated across years in order to provide longitudinal data, a certain number of test questions must be repeated from year to year. If any of these questions are made public, the validity of the test may be compromised. If the reliability or validity of a test is compromised, it may require the invalidation of the test scores of individuals or entire classes, as well as other disciplinary actions. The best way to ensure test security is to limit access to tests to those educators who must have access and to ensure that all who have access understand the crucial need for test security. An outline of acceptable and unacceptable test preparation and administration practices for instructional and administrative staff has been prepared by the Wisconsin Department of Public Instruction (DPI).

Wisconsin Student Assessment Security Warning: This statement appears on the cover of every test book.

### TEST SECURITY

**All passages, stimuli, and questions used in the *Wisconsin Knowledge and Concepts Examinations—Criterion-Referenced Test* are CONFIDENTIAL and must be kept SECURE at all times. Unauthorized use, duplication, or reproduction of ANY or ALL portions of the test material is prohibited. Violation of security can result in district disciplinary action, prosecution, and/or penalties by the Department of Public Instruction or CTB/McGraw-Hill.**

## What Is Meant by Test Security?

Tests developed and used in the WSAS statewide testing program are secure, proprietary test instruments published by CTB/McGraw-Hill under contract with DPI and copyrighted by DPI. The shelf portions of the Language Arts, Science, and Social Studies assessment at Grades 4 and 8 are copyrighted by CTB/McGraw-Hill. Any disclosure or dissemination of actual test items to any person may be considered a copyright violation and may severely undermine the value of the test and adversely affect the validity of test results. The confidentiality of test questions and answers is paramount in maintaining the integrity and validity of the test. Therefore, the DPI staff and all Wisconsin educators must take every step possible to assure the security of test instruments.



## Who Is Responsible for Test Security?

Everyone who works with the assessments, communicates test results to others, and/or receives testing information is responsible for test security.

This includes:

- ☐ DPI staff
- ☐ District Administrators
- ☐ District Assessment Coordinators (DACs)
- ☐ School Assessment Coordinators (SACs)
- ☐ students, parents, and the community at large
- ☐ certified and noncertified school staff
- ☐ Cooperative Educational Service Agencies (CESAs) staff

## Pre-Test Security

All WKCE-CRT test materials must be kept secure. Do not photocopy or duplicate any portion of the test book at any time. Test books must be placed in a **locked** storage cabinet or area before and after all testing sessions. Test security is the responsibility of the entire school community.

District Assessment Coordinators should work closely with School Assessment Coordinators to direct the management of the WKCE-CRT. The first responsibility is to ensure test security throughout the testing process not only to protect the integrity of the test, but also to protect principals and teachers from any appearance of impropriety. On a daily basis, DACs and SACs should make sure that all test materials are placed in a locked storage area when not in use during a testing session. They also must make sure that students do not share information about test content when the test is administered to same grade-level students at different times. If any deviation is noted, they should take immediate action to correct it. Depending on the severity of a deviation in security, it may be necessary to advise the DPI's Office of Educational Accountability.

## What Are Some Examples of Test Security Violations?

Test security violations can be committed by educators, students, or others.

Some examples of test security violations by **educators** include, but are not limited to:

- ☐ leaving students unsupervised during testing;
- ☐ leaving test materials in an unsecured place;
- ☐ photocopying or keeping a personal copy of the test;
- ☐ taking notes about test questions and using them or a close paraphrase to prepare students for testing;
- ☐ offering “hints” that indicate an answer or help eliminate answer choices;
- ☐ rephrasing the test questions;
- ☐ editing (changing) student answers after completion of the test by erasing any wrong answers and writing in the correct ones;
- ☐ providing test accommodations for students with disabilities that are not included in the student’s IEP or IAP;
- ☐ allowing students to go back to previously tested sections in the test book to check their work; and
- ☐ allowing students to go back to the current section in the test book to change their answers after allowed testing time has expired.

Some examples of test security violations by **students** include, but are not limited to:

- ☐ obtaining a test book to study or to let others study;
- ☐ securing a marked test book or “crib sheet” from a teacher or another student;
- ☐ copying answers from another student during testing;
- ☐ sharing specific test information with other students in the same grade who are scheduled to take the same test at a later time; and
- ☐ taking a test during the makeup period and asking a student who has already completed the test to disclose test questions and/or answers.

## Possible Consequences and Sanctions for Compromising Test Security

Administrators, certified and noncertified school staff, students, and parents must adhere to ethical procedures in testing. Violation of these procedures can be investigated, and appropriate sanctions may be taken by the local school board, DPI, and/or the court system.

In regard to professional staff licensed by DPI, the definition of “immoral conduct,” which is the predicate for suspension and revocation of licenses and includes “conduct or behavior that is contrary to commonly accepted moral *or ethical* standards,” is located in Section 115.31(2) Wis. Stats.

School or district staff members must immediately report all incidents of cheating or other test irregularities by students or staff to the District Assessment Coordinator and to the DPI Office of Educational Accountability. When a testing irregularity is alleged to have occurred, DPI will ask the school and district to conduct a thorough fact-finding investigation of the alleged irregularity and report the results of its investigation to DPI as quickly as possible.

After receipt of the fact-finding report, DPI staff will consult with the district on the severity of the alleged testing irregularity, whether it was severe enough to affect test results, and at what level—student, school, or district. Since the validity and reliability of the examinations rest with the department, DPI will ultimately determine whether the irregularity should be declared a testing violation, whether the WKCE-CRT results should be invalidated, and at what level. Affected results may not be reported in the Wisconsin School Performance Report or used for other accountability measures. At the school and district levels, this could result in the loss of a year’s test results for the grade(s) and subject(s) affected by the test irregularity. There will be no opportunity to retest.

Test security violations may be reported by the school faculty, students, their parents or other family members, and persons in the community. They also can be detected by erasure analysis, unusual score gains, or other irregularities.

Disciplinary measures for educators and school staff will be determined at employment level based on local board policy. In extreme cases, DPI reserves the right to pursue its own sanctions as to department-licensed individuals for school or district testing irregularities.

Potential sanctions for **educator** violations of security measures may include:

- ☐ suspension or acceptance of voluntary surrender of certificate of licensure;
- ☐ suspension without pay or a written reprimand;
- ☐ termination of contract, acceptance of resignation, or retirement;
- ☐ civil legal liability for copyright violations;
- ☐ legal prosecution;
- ☐ public embarrassment; and
- ☐ others as determined by local school boards.

Students who are found to have cheated on the WKCE-CRT will receive no results for the content area test in question. Disciplinary measures for students are handled at the school or district level.

Potential sanctions for **student** violations of security measures may include:

- ☐ invalidation of test results;
- ☐ invalidation of specific test questions or subtests, or invalidation of pass/fail proficiency results;
- ☐ suspension or expulsion from school, or other disciplinary actions as specified by the local school board code of conduct;
- ☐ suspension or exclusion from participating in school extracurricular activities, such as sports, plays, school-sponsored social functions, etc., as dictated by local school board policies;
- ☐ denial of appointment to a school membership team, such as mathematics or debate team;
- ☐ removal from an elected office, such as president of the student council, etc., as dictated by local school board policies; and
- ☐ others as determined by local school boards.

## Plan Your Testing Schedule

Separate practice tests are no longer provided with your test materials. Practice items for Reading and Mathematics are posted on the DPI Web site at <http://dpi.wi.gov/oea/kce.html>. These are the released test items from the Fall 2005 WKCE-CRT operational form, which can be used as practice activities in the classroom prior to administering the test.

- ☐ Review the test and test directions in advance.
- ☐ To minimize security concerns, consider coordinating the schedule with the School Assessment Coordinator and teachers so that all Grade 3 students in your school will take the same session of the test at the same time.
- ☐ If student pre-ID labels are not used, allow enough time to complete the Student Information Page.
- ☐ Avoid testing on days just before or after vacations, important school functions, holidays, or weekends.
- ☐ Avoid testing just after students have had strenuous physical activity.
- ☐ Observe timing guidelines:
  - Do not begin a test session unless there is enough time to complete it. The time limit for each test session must be observed; however, if **all** students finish before the time limit, that test session may be concluded.
  - For each session, allow five to ten minutes for distributing materials and reading directions aloud.
- ☐ Schedule breaks to maintain an unhurried pace and a relaxed atmosphere. Be sensitive to students' fatigue level and attention span, and alter your schedule as necessary.

To minimize security concerns, consider coordinating the schedule with the School Assessment Coordinator and teachers so that all Grade 3 students in your school will take the same session of the test at the same time.

As a general rule, one proctor for every 15 students is recommended.

## Working with Proctors

Review your plans with proctors prior to testing. Proctors are certified staff (including administrators, teachers, and paraprofessionals) who are employed by the school or district, and may also include student-teachers who normally have responsibility for supervising students. Parent volunteers should not be allowed to proctor examinations. Prior to assisting in administering the WKCE-CRT, schools and districts should ensure that proctors have received the same preparation and training as teachers and others who administer the tests. This training should include:

- ☐ reading and becoming familiar with all WKCE-CRT test materials and procedures;
- ☐ becoming familiar with appropriate testing accommodations;
- ☐ ensuring proper test security, including
  - not allowing students to view the WKCE-CRT prior to testing;
  - remaining in the classroom the entire testing time;
  - monitor to ensure that students do not receive improper assistance during testing;
  - preventing and reporting any acts of academic dishonesty including, but not limited to, cheating, plagiarism, stealing, or copying the WKCE-CRT.

Proctors can help you

- ☐ arrange the testing room
- ☐ fill in the Student Information Page (unless student pre-ID labels are used)
- ☐ prepare punch-out tools for distribution to the students by removing the punch-out tools from the sheets
- ☐ distribute test materials
- ☐ make sure students are working in the correct place in their test books
- ☐ supervise students during short breaks (Students requiring use of restroom facilities must be escorted by the test administrator or a proctor.)
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session

# Possible Testing Schedule 1

## GRADE 3

DAY/CONTENT AREA/SESSION	TESTING TIME*
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 3: Reading, Session 3	40 minutes
<input type="checkbox"/> DAY 4: Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 5: Mathematics, Session 1	25 minutes
<input type="checkbox"/> DAY 6: Mathematics, Session 2	30 minutes
<input type="checkbox"/> DAY 7: Mathematics, Session 3	30 minutes
<input type="checkbox"/> DAY 8: Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

**\*Note: Timing does not include time for test administration tasks and breaks. Add approximately 10–15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.**

The testing schedules are possible schedules. You may adjust the number of sessions administered per day, as long as the order of the sessions within a content area and the test times for each session are followed and each session is administered in one sitting. You may administer sessions for more than one content area on the same day; for example, a mathematics session in the morning and a reading session in the afternoon.

### TESTING DATES

October 23 through  
November 24, 2006.

Tests must be administered according to the specific directions. The testing schedules provided are possible schedules. You may adjust the number of sessions administered per day, as long as the order of the sessions and the test times are followed and one complete session is administered in one sitting. An entire session must be administered in a single sitting.

For students who are absent on the first day of testing and who are expected to take all or some of the test sessions when they return: Avoid delays during the first scheduled makeup session by applying the student pre-ID labels or completing the Student Information Page for the student test books.

# Possible Testing Schedule 2

## GRADE 3

DAY/CONTENT AREA/SESSION	TESTING TIME*
<input type="checkbox"/> Fill in the Student Information Page (unless labels are used)	
<input type="checkbox"/> DAY 1: Reading, Session 1	40 minutes
Break	10 minutes
Reading, Session 2	40 minutes
<input type="checkbox"/> DAY 2: Reading, Session 3	40 minutes
Break	10 minutes
Reading, Session 4	30 minutes
<input type="checkbox"/> DAY 3: Mathematics, Session 1	25 minutes
Break	10 minutes
Mathematics, Session 2	30 minutes
<input type="checkbox"/> DAY 4: Mathematics, Session 3	30 minutes
Break	10 minutes
Mathematics, Session 4, Part A	10 minutes
Break	10 minutes
Mathematics, Session 4, Part B	10 minutes
<input type="checkbox"/> Fill in the Student Assessment Report (back cover of the test book)	

**\*Note: Timing does not include time for test administration tasks and breaks. Add approximately 10–15 minutes each day to distribute materials, read directions, and collect materials to estimate total time needed. Add time for breaks between sessions if more than one session is administered on the same day.**



## Administering Makeup Sessions

Students who are absent for one or more sessions should take the remaining sessions with other students upon their return, and makeup sessions for the missed session(s) may be scheduled for a later time. Deviations from administering test sessions within a content area in order are permissible for students who are absent during a scheduled test session.

Every attempt should be made to administer makeup tests to absentees and to any student who missed one or more of the scheduled sessions. Scheduling of makeup sessions must be coordinated with the School Assessment Coordinator to eliminate conflicts and ensure that the students will be taking makeup tests under the same conditions as the other students.

- ☐ Before each makeup session, retrieve from the School Assessment Coordinator the test books for those students who need to make up that particular test session.
- ☐ For each makeup session, distribute and collect student test books and administer the test according to the appropriate instructions in this manual.
- ☐ Return test materials to the School Assessment Coordinator after each makeup session.

*For students who are absent on the first day of testing and who are expected to take all or some of the test sessions when they return:* Avoid delays during the first scheduled makeup session by completing the Student Information Page for the student test books (if labels are not used).

If a student misses part or all of the test, arrange a makeup session.

### TESTING STUDENTS WHO REQUIRE ACCOMMODATIONS

Be sure that plans are in place for students requiring special test accommodations. Please check "The Assessment Matrix" section of this manual or Section 6 of the *WKCE Guide for District Assessment Coordinators and School Assessment Coordinators* (DAC Guide) for guidelines on allowable test accommodations.

#### STEP

## 4

## Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing answers.
- ☐ Eliminate distractions, such as bells or telephones.
- ☐ Use a "Do Not Disturb" sign on the door of the testing room.
- ☐ On the board, indicate starting and stopping times for each test session.

Help students do their best by presenting the testing experience in a positive way.

STEP  
5

## Prepare Your Students

- ☐ Inform students that they will not be allowed to bring into the testing area cell phones, camera phones, personal digital assistants (PDAs), any device with infrared or Bluetooth® technology, or any other form of wireless communication. In addition, students will not be permitted to use any form of wireless communication during short breaks in the testing session.
- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been mastered and which skills need further development.
- ☐ Point out that some items may be more difficult than others and some material may be new to students; they are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation and that scores will not affect their grades.

STEP  
6

## Use Appropriate Testing Procedures

To ensure that test results are valid, reliable, and equitable, tests should be administered with the same directions and the same time limits.

### COACHING

Be sure students understand the directions and how to mark and write answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

### GUESSING

Encourage students to attempt all items. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions must be read as written.

## Fill In the Student Information Page

The Student Information Page must be completed **only if you are not using student pre-ID labels**. Your district was provided student pre-ID labels; please use these labels even if they contain incorrect information. The opportunity to correct this information will be provided by updating WSLs and ISES or in the Record Editing System (RES). You should have received three labels per student. The left-hand label with NO litho-barcode is for teacher use only. Apply one litho-barcoded student pre-ID label to the front cover of the test book. Place the second label with the student's name on it on the back cover of the test book. If one of the litho-barcoded labels is damaged, lost, or destroyed, make sure an undamaged litho-barcoded label is placed on the **front cover** of the test book; tell the student to print his or her name on the back cover in the space provided. Samples of the Student Information Page and a student pre-ID label can be found on pages 17 and 18 of this manual.

If student pre-ID labels are not available, ask students to print their names on the back cover of the test books. Then lead the students through the process of filling in the Student Information Page on the inside front cover of the test books, as follows.

### To be completed by student or school/district staff:

1. **STUDENT'S NAME:** Print the Last Name, First Name, and Middle Initial in the spaces provided. If there are not enough spaces for each part of the name, print only as many letters as there are spaces.  
Fill in the appropriate circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
2. **BIRTH DATE:** Write the birth date in the spaces provided. Fill in the appropriate circles in each column for the Month, Day, and Year of Birth. If a birth day is a single digit, the "zero" circle in the left-hand column under "Day" should be filled in.
3. **TEACHER, SCHOOL, DISTRICT:** Print the teacher, school, and district names in the appropriate boxes.
4. Fill in the circle for Female or Male.
5. **ETHNICITY:** Fill in the racial/ethnic group that the student belongs to or identifies with.

Use the board to show students how to fill in the data grid, e.g., write the teacher, school, and district names on the board for students to copy.

### STUDENT PRE-ID LABELS

The labels in the left column of the label sheets are for teacher use only. The litho-barcode labels are for the test book covers.

Proctors may help by filling in the Student Information Page.

**To be filled in by teachers, test proctors, or district assessment coordinators based on information provided by school or district personnel with access to the relevant student records after completion of testing:**

6. **WI STUDENT NUMBER:** Write the ten-digit Wisconsin Student Number (WSN) in the spaces provided. Fill in the appropriate circle below each digit. More information on WSNs and a list of WSLs/ISES administrators can be found at this DPI Web site:  
<http://dpi.wi.gov/lbstat/dm-esedata.html>.
7. **MOBILITY STATUS:** If the student has NOT been enrolled in the district for 9.25 months, fill in the circle for “NO” on the DISTRICT line. If the student has NOT been enrolled in the school for 9.25 months, fill in the circle for “NO” on the SCHOOL line. “Yes” will be assumed unless “NO” is marked.
8. **LOCAL STUDENT I.D. (recommended):** If your school district has chosen to assign Local Student I.D. numbers, write the number in the spaces provided. If the Local Student I.D. has fewer than ten digits, make sure the last digit of the number falls in the space farthest to the right. Write leading zeros in any remaining spaces. Fill in the appropriate circle below each digit.
9. **OPTIONAL FIELD:** Districts may use this local-use field for their own purposes, or they may leave it blank. This ten-digit numeric field is used to record additional information about students in the WKCE-CRT student data file. Among other examples of data that might be recorded in this field are the length of time a student has attended a particular school, the types of services the student has received, or the student’s homeroom teacher or guidance counselor.
10. **TESTING STATUS:** Testing status should be left blank for the vast majority of students (99%+). If a student is not expected to participate in WSAS Regular or Alternate Assessments, then mark the reason for nonparticipation.

P = parent or guardian requested to excuse this student from participating in WKCE-CRT. This request must be honored at Grades 4, 8, and 10, per state law. All students excused by parent opt-out count as “not tested” students for determining Adequate Yearly Progress (AYP).

F = special status H student (see next page) whose 504 Plan indicates that the student should not take WSAS tests (rare). *This code is not valid for students with disabilities (special status “D”).*

Note that students will be coded as “T” (expected to participate in all content areas covered by WSAS) unless coded as “P” or “F.” Participation in WSAS Regular Assessments (WKCE-CRT) or WSAS Alternate

#### IMPORTANT

You may contact the District Assessment Coordinator or DPI for further clarification of a student’s status.

Assessments (WAA-SwD or WAA-ELL) counts as participation in WSAS for the purpose of determining Adequate Yearly Progress (AYP). See Step 9 on page 37 of this manual for directions about recording the results of WSAS Alternate Assessments.

11. SPECIAL STATUS: To protect students' privacy, fill in the following sensitive demographic data after testing, just before test materials are sent to CTB. The status codes are defined below. Please read the definitions carefully. Be sure to mark all codes that apply for each student. **Important:** If no special codes are marked, the student's special status will be recorded as "none."

D = student with a **disability**. A "student with a disability" is a student who is considered eligible for the federal child count as reported by the district to DPI on the IDEA Federal Student December 1 Data Report (PI-2197). This includes any student who was reported by the district as eligible on PI-2197 or who has been identified as eligible since December 1, unless the student has exited the district's special education program. Status as a "student with a disability" is based on the student's status as of the date the student is tested.

H = student who has a **physical or mental impairment** covered by Section 504 of the Vocational Rehabilitation Act.

U = **long-term U.S.** student indicator. Beginning in Grade 1, a student who has attended school in the United States for at least five consecutive years is considered to be a long-term U.S. student. This data element is required of ELL students with English Proficiency status codes 1 and 2. Students who have attended school in the U.S. for three consecutive years, beginning with Grade 1, must be assessed in Reading and Language Arts regardless of their individual level of English language proficiency (using tests written in English). The exception is that districts may determine, once a year on a case-by-case basis, that a particular student's knowledge and ability can be more validly and reliably measured by assessing the respective student in the appropriate language other than English for a period that does not exceed two additional consecutive years. For a more complete definition, see No Child Left Behind Act of 2001 Title I sec. 1111(b)(3)(C)(x). The student's English language proficiency level is collected in Section 1 of the Student Assessment Report (see Step 9 on page 37).

M = **migrant** student. A "migrant student" is any student who is, or whose parent/guardian is, a migratory fisher, a dairy worker, or an agricultural worker, AND who in the preceding 36 months has moved from one school district to another in order for the worker to obtain temporary or seasonal employment in agricultural or fishing work.

Z = student who is **economically disadvantaged**. An “economically disadvantaged” student is a member of a household that meets the income eligibility guidelines for free or reduced-price lunch ( $\leq 185\%$  of Federal Poverty Guidelines) under the National School Lunch Program. Districts are permitted to use their best local source of information about the economic status of individual students that is consistent with the DPI definition above. In the absence of reliable subsidized-lunch eligibility data, districts might want to consider using available county data, scholarship information, post-secondary options information, etc.

12. FOR SPECIAL STATUS “D” STUDENTS RESIDING OUTSIDE OF YOUR SCHOOL DISTRICT ONLY: This section must be completed only for a student with a disability (SwD) who resides outside of your school district. If the student does not attend school in your district under Open Enrollment or Chapter 220, fill in the circle for “NO.” “Yes” will be assumed unless “NO” is marked. If “NO,” the test book requires special processing because the district of residence will be held accountable for the performance and progress of this student. In order for the student’s data to be accurately processed, CTB needs you to provide the following information about this student on the Student Information Page.

**District of Residence:** Provide the four-digit number assigned by DPI for the district of residence. Residence is based on where the student typically sleeps at night. For students with disabilities who reside in another state, use the code 9999. The code for the “District of Residence” is generally the same as the “Public Agency of Responsibility” number as reported for the student on the IDEA Federal Student December 1 Data Report (PI-2197).

# Student Information Page

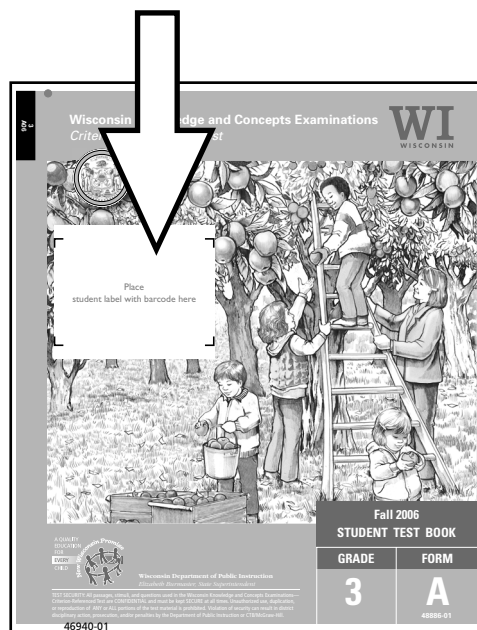
## Inside Front Cover of the Test Book

(Please use a No. 2 pencil to complete this page.)

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## Place Student Pre-ID

Label here.



### Master Reference Label

This label should not be applied to the test books.

### Student Barcode Labels

These labels should be applied to the student test book, one on the front and one on the back of the book. If one label is damaged, apply the undamaged label to the front of the test book and write the student's name on the back.

STEWART, MARY K

LOCAL STUDENT ID: 1234567890  
SCHOOL : ADAMS FRIEND 0130  
DISTRICT : ADAMS FRIEND 0014  
GRADE : 03  
GENDER : F  
BIRTH DATE : 10/04/97  
ELP STATUS : 7  
DISABILITY : Y

2006-2007 BARCODE ID: 12345678



STEWART, MARY K  
ADAMS FRIEND 0130  
ADAMS FRIEND 0014  
GRADE: 03

12345678



STEWART, MARY K  
ADAMS FRIEND 0130  
ADAMS FRIEND 0014  
GRADE: 03

12345678

## Student Pre-ID Label

NOTE: “ELP” is an acronym meaning “English Language Proficiency.” Every student has an ELP status of 1, 2, 3, 4, 5, 6, or 7. Students who have an ELP status of 1 or 2 may take the Wisconsin Alternate Assessments for English Language Learners (WAA-ELL) in lieu of WKCE-CRT.

Data from the Wisconsin Student Locator System (WSLS) and the Individual Student Enrollment System (ISES) were used to create student demographic pre-ID labels for all students enrolled in Grades 3–8 and 10. The initial shipment of pre-ID labels should arrive at the beginning of the testing window. A second shipment of labels, for students who are new to Wisconsin Public Schools after October 1, should arrive in districts by the end of the testing window. It is critical for reporting and accountability that districts use these labels. Unlike prior years, “bubbling” all test books for the school or district should not be considered a viable option. Bubbling will only be necessary in very rare cases when a label is not available for a new student. WSLS and ISES records may not be completely updated in your district; therefore, you may see data that are inaccurate on the pre-ID label. However, if you can determine that the label is for a student who should be tested on WSAS, you should still use the label. Corrections and updates must be made to your district’s records in the WSLS and ISES databases. Contact your local WSLS/ISES administrator to make changes.

If a student transfers out of your district after labels have been shipped, you should send that student’s demographic pre-ID label along with other confidential records. The receiving district should still use this label even though it appears to have inaccurate school and district information on it.

Corrections and updates to the WSLS and ISES databases can be made through at least mid-November. Once these data are “locked” in early December, DPI will send a new student demographic data file to CTB and all updates made in WSLS and ISES will be incorporated into the student WSAS data during the scoring process. Accurate reporting and accountability determinations depend on the integrity of these data. Please work with your district WSLS/ISES administrator to make changes in a complete and timely manner.

DPI may have created labels for some students who are not in a tested grade. These labels should be destroyed, not placed on a test book.

For more information on student pre-ID labels, see <http://dpi.wi.gov/oea/wsasdata.html>.



## STEP

# 8

## Administer the WKCE-CRT Test

Specific directions for the test begin on page 21. Be sure to review the test and test directions in advance.

The following elements are used throughout the specific directions:

*Information that is only for you and is not to be read aloud is printed in this type style.*



The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test book to show sample questions or to make sure students have turned to the correct page.



This symbol indicates that the use of calculators in Mathematics, Session 1, and Part A of Session 4 is not allowed for any student, as those sections of the test measure computation skills. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use the calculator for other sessions of the test.

- ☐ Before administering the test, take a moment to have your students look through the test book. Point out the various locations of the STOP signs within the test. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Remind students to look for and answer every question on each page.
- ☐ Remind students that they must mark and write answers **ONLY** on the lines and in the spaces provided. Pencil marks in the test book margins will delay processing of the test books.

### SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

"I always point to the first question in each session so students know where to begin."

"I move a paper clip along the page with each 'SAY' to help me keep my place."



## Directions for Administering the Reading Test

*Make sure each student has his or her own test book, a No. 2 pencil, an extra eraser, and scratch paper.*

**SAY** Please open your test book to Page 1 of the Reading test. Make sure it says “Reading Session 1” at the top of the page.



*Demonstrate. Check to be sure that all students are in the correct place in their test books.*

**SAY** In this test, you will mark your answers in the test book. Use only a No. 2 pencil.

In Session 1, you will read some passages, which are stories, articles, or poems. Then you will answer questions about those passages. You will be answering multiple-choice questions. Multiple-choice questions are questions that ask you to choose the best answer. For the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Remember to look back at the reading passages to help you answer the questions. For some questions, you may need to go back to two reading passages to find the answer. Be sure to look back at both reading passages to help you answer these questions.

We will begin by doing some sample questions.

### ☐ SAMPLE A

**SAY** Read the short passage “Fast Tracks.” Then read Sample A. Find the answer. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A. Do not read the sample aloud.*

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

### Fast Tracks

The fastest person can run about 26 miles per hour. However, there are even faster speeds in the animal world. Did you know that the ostrich can run up to 40 miles per hour? The cheetah, however, wins the race. It can dash up to 60 miles per hour when running on flat ground for short distances. Now that's impressive!

#### Sample A

This passage is mainly about

- ☐ why cheetahs run races on flat ground
- ☐ how people can run at amazing speeds
- ☐ how some animals can run faster than people
- ☐ why ostriches can run up to 40 miles per hour

**SAY** You should have filled in just one circle, the circle next to the answer that reads "how some animals can run faster than people." The passage is mainly about how some animals can run faster than people. If you did not fill in the correct circle, change your answer now.

*Check to be sure that all students have marked the answer correctly. Discuss the sample with the students to be sure they understand what they are to do. Samples and explanations may be repeated as necessary.*

#### ☐ SAMPLE B

**SAY** Find Sample B. Read the question. Then find the answer. Fill in the circle that goes with the answer you choose. You may look back at the passage to help you find the answer.

*Give students time to do Sample B. Do not read the sample aloud.*

#### Sample B

Which question would the information in this passage help you answer?

- ☐ Which animal can run the fastest?
- ☐ Where do cheetahs and ostriches live?
- ☐ Why do some people run faster than others?
- ☐ How many kinds of animals are in the world?

**SAY** You should have filled in just one circle, the circle next to the question that reads “Which animal can run the fastest?” The information in the passage would help you answer the question “Which animal can run the fastest?” If you did not fill in the correct circle, change your answer now.



*Check to be sure that all students have marked the answer correctly.*

**SAY** In the Reading test, you will be answering some more questions just as you answered these.

## SESSION 1 40 minutes

**SAY** Now you will do Session 1 of the Reading test.

Remember to read all of the directions and information in the test book. Be sure to look back at the reading passages to help you choose the best answers to the questions. When you come to the word “STOP” at the bottom of the page, you have finished Session 1.

You may go back over Session 1 and check your answers, but do not go on to Session 2 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

You will have 40 minutes to do Session 1.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn to Page 2. Find the directions at the top of the page. You may begin.

*Record the starting and stopping times for Session 1.*



RECORD THE  
STARTING TIME:

ADD 40 MINUTES:

RECORD THE  
STOPPING TIME:

+ 40



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 1. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

**SESSION 2** 40 minutes

Be sure students do not write in the test book margins. Pencil marks in the margins will delay processing of the test book.

Although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.

*Make sure each student has his or her own test book, a No. 2 pencil, and an extra eraser.*

**SAY** Open your test book to the page labeled “Reading Session 2.”

*Demonstrate. Please note that, although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.*

**SAY** In Session 2, you will read some passages and answer both multiple-choice questions and short-answer questions about those passages. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that ask you to write your answer instead of filling in a circle. Write your answer on the lines in your test book. You may also write in the space under the lines, but your answer must stay inside the boxed area. Answers or parts of answers written outside the boxed area will not be scored. You may use scratch paper to help you plan your answer, but remember to write your answer in the boxed area in your test book. After you have written your answer, be sure to read it to make sure you have written your ideas clearly and completely.

For both the multiple-choice questions and the short-answer questions, remember to look back at the reading passages to help you answer the questions. For some questions, you may need to go back to two reading passages to find the answer. Be sure to look back at both reading passages to help you answer these questions.

You will have 40 minutes to do Session 2. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 2 and check your answers, but do not go back to Session 1 or on to Session 3 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Session 2.*



RECORD THE  
STARTING TIME:

ADD 40 MINUTES:

RECORD THE  
STOPPING TIME:

+ 40



*Check to be sure that students are marking their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 2. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

### SESSION 3 40 minutes

*Make sure each student has his or her own test book, a No. 2 pencil, an extra eraser, and scratch paper.*

**SAY** Open your test book to the page labeled "Reading Session 3."



*Demonstrate. Check to be sure that students are in the correct place in their test books.*

**SAY** In Session 3, you will read some passages and answer questions about them. You will be answering both multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that ask you to write your answer instead of filling in a circle. Write your answer on the lines in your test book. You may also write in the space under the lines, but your answer must stay inside the boxed area. Answers or parts of answers written outside the boxed area will not be scored. You may use scratch paper to help you plan your answer, but remember to write your answer in the boxed area in your test book. After you have written your answer, be sure to read it to make sure you have written your ideas clearly and completely.

For both the multiple-choice questions and the short-answer questions, remember to look back at the reading passages to help you answer the questions. For some questions, you may need to go back to two reading passages to find the answer. Be sure to look back at both reading passages to help you answer these questions.

**SAY** You will have 40 minutes to do Session 3. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 3 and check your answers, but do not go back to Session 2 or on to Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Session 3.*



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40 _____	_____



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 3. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

**SESSION 4** 30 minutes

*Make sure each student has his or her own test book, a No. 2 pencil, an extra eraser, and scratch paper.*

**SAY** Open your test book to the page labeled “Reading Session 4.”



*Demonstrate. Check to be sure that students are in the correct place in their test books.*

**SAY** In Session 4, you will read some passages and answer questions about them. You will be answering both multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.



**SAY** Short-answer questions are questions that ask you to write your answer instead of filling in a circle. Write your answer on the lines in your test book. You may also write in the space under the lines, but your answer must stay inside the boxed area. Answers or parts of answers written outside the boxed area will not be scored. You may use scratch paper to help you plan your answer, but remember to write your answer in the boxed area in your test book. After you have written your answer, be sure to read it to make sure you have written your ideas clearly and completely.

For both the multiple-choice questions and the short-answer questions, remember to look back at the reading passages to help you answer the questions. For some questions, you may need to go back to two reading passages to find the answer. Be sure to look back at both reading passages to help you answer these questions.


You will have 30 minutes to do Session 4. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 4 and check your answers, but do not go back to Session 3 or on to the Mathematics test or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Session 4.*

	RECORD THE STARTING TIME:	ADD 30 MINUTES:	RECORD THE STOPPING TIME:
	_____	+ 30 _____	_____



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 4. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

At the end of the testing session, have students check to see that they have no extraneous materials—pencils, scratch paper, bookmarks, etc.—inside their test books.



## Directions for Administering the Mathematics Test

*Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, and scratch paper. THE PUNCH-OUT TOOLS AND SCRATCH PAPER SHOULD NOT BE RETURNED WITH THE TESTING MATERIALS.*



*NOTE: The use of calculators in Mathematics, Session 1 and Part A of Session 4 is not allowed for any student, as those sections of the test measure computation skills. Only students whose IEP or Section 504 plan allows for the accommodation of calculator usage may use a calculator for other sessions of the Mathematics test. The accommodated students must be tested in a separate room so as not to give the appearance of having an advantage.*

*If punch-out tools have not been removed from the sheets, instruct students to do so at this time.*

**SAY** Please open your test book to Page 1 of the Mathematics test. Make sure it says “Mathematics Session 1” at the top of the page.



*Demonstrate. Check to be sure that all students are in the correct place in their test books.*

**SAY** Remember to use only a No. 2 pencil in this test.

In Session 1, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. For the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

You may use scratch paper to work the multiple-choice questions, but remember to fill in the circle that goes with the answer you choose.

Short-answer questions are questions that ask you to write your answer instead of filling in a circle. Each short-answer question has a Step A and a Step B. Write your answers within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

For the short-answer questions, if you are asked to complete or draw a chart or figure, please do not use shading in your answer. If you need to erase, make sure you erase completely.

**IMPORTANT:** Distribute scratch paper and punch-out tools along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

☐ **SAMPLE A**

**SAY** Find Sample A. This is a practice question that we will do together.



*Check to be sure that all students have found Sample A.*

**SAY** Listen carefully. Read the problem. Then look at the numbers below the problem. Find the answer to the problem. Fill in the circle that goes with the answer you choose.

*Give students time to do Sample A.*

*Do not read the sample aloud.*

**Sample A**

Linda has 2 sweaters. Each sweater has 6 buttons. How many buttons do the sweaters have in all?

- ☐ 14
- ☐ 12
- ☐ 8
- ☐ 4

**SAY** You should have filled in just one circle, the circle next to the number 12, because the sweaters have 12 buttons in all. You should not have written "12" in your test book. If you did not fill in the correct circle, you may erase your mark and fill in the circle next to the number 12.



*Check to be sure that students have marked the answer correctly. The samples and explanations may be repeated if necessary.*

☐ **SAMPLE B**

**SAY** Find Sample B. Read the problem and use your ruler to find the answer to the problem. Mark your answer.

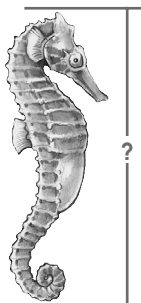
*Give students time to do Sample B.*

*Do not read the sample aloud.*

**Sample B**



Use the centimeter side of your ruler to help you solve this problem. How long is the seahorse from top to bottom? Mark your answer.



- ☐ 4 centimeters
- ☐ 6 centimeters
- ☐ 7 centimeters
- ☐ 9 centimeters

**SAY** You should have filled in the circle next to the answer “7 centimeters.” The seahorse is 7 centimeters long. If you did not fill in the correct circle, change your answer now.



*Check to be sure that students have marked the answer correctly.*

**SESSION 1** 25 minutes

**SAY** Now you will do Session 1 of the Mathematics test.

Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Session 1.

You may go back over Session 1 and check your answers, but do not go back to the Reading test or on to Session 2 of the Mathematics test or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

You will have 25 minutes to do Session 1. Make sure you stop at the end of Session 1.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Session 1.*



RECORD THE  
STARTING TIME:

ADD 25 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_ + 25 \_\_\_\_\_



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 1. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

Although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.

**SESSION 2** 30 minutes

*Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, and scratch paper.*

**SAY** Open your test book to the page labeled “Mathematics Session 2.”



*Demonstrate. Please note that although the testing time for a session is the same on every form of the test, in different forms the session may start on different pages of the test book. Therefore, do not identify page numbers to the students. Instead, check to be sure that all students are on the page with the correct session header.*

**SAY** In Session 2, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that ask you to write your answer instead of filling in a circle. Each short-answer question has a Step A and a Step B. Write your answers within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

Remember, for the short-answer questions, if you are asked to complete or draw a chart or figure, please do not use shading in your answer. If you need to erase, make sure you erase completely.

You will have 30 minutes to do Session 2. Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished Session 2.

You may go back over Session 2 to check your answers, but do not go back to Session 1 or on to Session 3 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Session 2.*



RECORD THE STARTING TIME:	ADD 30 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 30 _____	_____

Be sure students do not write in the test book margins. Pencil marks in the margins will delay processing of the test book.



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 2. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

### SESSION 3 30 minutes

*Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, and scratch paper.*

**SAY** Open your test book to the page labeled “Mathematics Session 3.”



*Demonstrate. Check to be sure that all students are in the correct place in their test books.*

**SAY** In Session 3, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that ask you to write your answer instead of filling in a circle. Each short-answer question has a Step A and a Step B. Write your answers within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

Remember, for the short-answer questions, if you are asked to complete or draw a chart or figure, you must not use shading in your answer. If you need to erase, make sure you erase completely.

You will have 30 minutes to do Session 3. Work until you come to the word “STOP” at the bottom of the page. You may go back over Session 3 and check your answers, but do not go back to Session 2 or on to Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Session 3.*



RECORD THE  
STARTING TIME:

ADD 30 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_ + 30 \_\_\_\_\_



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Session 3. Please close your test book.

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Make sure all test books are placed in a secure location until the beginning of the next testing session.*

**SESSION 4, PART A** 10 minutes

*Make sure each student has his or her own test book, punch-out tools, a No. 2 pencil, an extra eraser, and scratch paper.*

**SAY** Open your test book to the page labeled “Mathematics Session 4.”



*Demonstrate. Check to be sure that all students are in the correct place in their test books.*

**SAY** In Session 4, you will be answering multiple-choice questions and short-answer questions. Multiple-choice questions are questions that ask you to choose the best answer. Remember, for the multiple-choice questions, you must fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark. You must fill in only one circle for each multiple-choice question.

Short-answer questions are questions that ask you to write your answer instead of filling in a circle. For each short-answer question, write your answer within the boxed area only, on the lines and/or in the space provided. Be sure to answer the question completely to show you clearly understand the question. Do not write outside the boxed area. The boxed area is your answer space. Only what you write in the answer space will be scored. You do not need to use the entire answer space.

Remember, for the short-answer questions, if you are asked to complete or draw a chart or figure, you must not use shading in your answer. If you need to erase, make sure you erase completely.

Now you will do Part A of Session 4, take a break, and then do Part B. You will have 10 minutes to do Part A. Work until you come to the word “STOP” at the bottom of the page. You may go back over Part A of Session 4 and check your answers, but do not go back to Session 3 or on to Part B of Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.



**SAY** Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Turn the page. You may begin.

*Record the starting and stopping times for Part A of Session 4.*



RECORD THE  
STARTING TIME:

ADD 10 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 10

\_\_\_\_\_



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY** Stop. This is the end of Part A of Session 4. Please close your test book. We will take a break now.

*Allow students to take a five- to ten-minute break.*

*At the end of the break, continue to Part B of Session 4.*

**SESSION 4, PART B** 10 minutes**SAY** Now open your test book to the page labeled "Part B."

*Demonstrate. Check to be sure that all students are in the correct place in their test books.*

**SAY** You will have 10 minutes to do Part B of Session 4. Work until you come to the word "STOP" at the bottom of the page. You may go back over Part B of Session 4 and check your answers, but do not go back to Part A of Session 4 or to any other part of the test book. When you have finished, sit quietly until everyone else has finished.

**Are there any questions?**

*When you are sure that all students understand the directions, continue.*

**SAY** You may begin.

*Record the starting and stopping times for Part B of Session 4.*



RECORD THE  
STARTING TIME:

ADD 10 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 10

\_\_\_\_\_

At the end of the testing session, have students check to see that they have no extraneous materials—pencils, scratch paper, punch-out tools, etc.—inside their test books.



*Check to be sure that students are marking and writing their answers in the appropriate places in their test books.*

*At the stopping time,*

**SAY**

**Stop. This is the end of Part B of Session 4. Please close your test book. Do NOT put your scratch paper or your punch-out tools in your test book.**

*If you are not immediately administering another session, collect all test materials. Discard all used scratch paper. Scratch paper and punch-out tools should not be returned with the test materials.*

## STEP

## 9

## Fill In the Student Assessment Report (back cover of the test book)

The Student Assessment Report on the back cover must be completed for all students who do not have a student pre-ID label or who participated in an Alternate Assessment (WAA) or who used a testing accommodation. Before beginning, make sure that the student name has been printed on the back cover of the test book (a student pre-ID label may also be used). Use only a No. 2 pencil when completing the Student Assessment Report. For information related to the descriptions of Wisconsin Alternate Assessments for Students with Disabilities (WAA-SwD) and English Language Learners (WAA-ELL), see <http://dpi.wi.gov/oea/wsasalt.html>.

**To be provided by school or district personnel with access to the relevant student records after completion of testing:**

### 1. Section 1: English Language Proficiency

In section 1, fill in the circle that indicates the student's English Language Proficiency (ELP) status code **only if there is not a student pre-ID label affixed to the front cover of the test book**. If there is a student pre-ID label affixed to the front cover, then leave section 1 blank. The ACCESS for ELLs™ test must be used to determine the appropriate code (1–5) if the student is an English Language Learner (ELL). Code 6 is “Formerly ELL/Now Fully English Proficient.” Code 7 is “Never ELL/Fully English Proficient.” Code 7 will be assumed if this section is left blank and there is no label. See <http://dpi.wi.gov/oea/ells.html> for descriptions associated with each code.

### 2. Section 2: WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL)

In section 2, fill in the appropriate circle or circles **only if the student is an ELL student and participated in the WSAS Alternate Assessments**. If an ELL student has an English Language Proficiency (ELP) status code of 1 or 2, that student **may** participate in WSAS Alternate Assessments in lieu of WKCE-CRT; fill in the appropriate circle under each of the subject areas listed. If an ELL student has an English Language Proficiency status code of 3, 4, or 5, that student **must** participate in **all** regular assessments (WKCE-CRT with appropriate accommodations), but **may also** participate in Alternate Assessments in the same subject areas; fill in the appropriate circle only for those subject areas assessed through Alternate Assessment.

3. **Section 3: WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD)**

In section 3, fill in the appropriate circle or circles **only if the student is a student with a disability who is not expected to take one or more regular assessments based on the student's IEP, and the student participated in WSAS Alternate Assessments for Students with Disabilities (WAA-SwD).** If a student with a disability took the WKCE-CRT in a subject area, then leave the circles under that subject area blank.

4. **Section 4: WKCE-CRT Assessment Accommodations for ELL and SwD Students**

Complete section 4 for each subject area test for English Language Learners (ELL) and Students with Disabilities (SwD) who participated in the WKCE-CRT with one or more allowable accommodations. Fill in all that apply by subject area.

# Back Cover of the Test Book

(Please use a No. 2 pencil to complete this page.)

<b>Student Assessment Report</b>																																				
<p>Place a student label with a barcode here, or write student's name on the line below.</p>	<p><i><b>This page is to be completed after WKCE-CRT testing.</b></i></p> <p>WSAS at grades 3–8 and 10 includes both regular assessments and alternate assessments, WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL) and WSAS Alternate Assessments—Pre-Requisite Skill (WAA-SwD). Record Alternate Assessment results for this student, as appropriate, on this page by filling in the appropriate circles. Summary reports about your school will be based on WKCE-CRT scores and the results recorded below.</p>																																			
1	<b>English Language Proficiency</b>																																			
	<p><b>Directions: Complete Section 1 for all students without Pre-ID labels or for whom the Pre-ID label was discarded.</b> Record the English Language Proficiency (ELP) status code for the student by filling in the appropriate circle. Code 7 will be assumed if this section is left blank.</p>																																			
	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="5" style="border: 1px solid black; padding: 2px;"><b>Limited English Proficient</b></td> <td colspan="2" style="border: 1px solid black; padding: 2px;"><b>English Proficient</b></td> </tr> <tr> <td style="text-align: center; padding: 5px;">1○</td> <td style="text-align: center; padding: 5px;">2○</td> <td style="text-align: center; padding: 5px;">3○</td> <td style="text-align: center; padding: 5px;">4○</td> <td style="text-align: center; padding: 5px;">5○</td> <td style="text-align: center; padding: 5px;">6○</td> <td style="text-align: center; padding: 5px;">7○</td> </tr> </table>	<b>Limited English Proficient</b>					<b>English Proficient</b>		1○	2○	3○	4○	5○	6○	7○																					
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2	<b>WSAS Alternate Assessments—Pre-Requisite English (WAA-ELL)</b>																																			
	<p><b>Directions: Complete Section 2 for all students who participated in WSAS Alternate Assessments—Pre-Requisite English.</b> English Language Learner (ELL) students who have an English Language Proficiency (ELP) status code of 1 or 2 may take WAA-ELL in lieu of WKCE-CRT. WAA-ELL proficiency levels in all content areas may be based on assessments given in a language other than English. Fill in one circle under each subject.</p>																																			
	<table style="width: 100%; border-collapse: collapse;"> <tr> <th style="text-align: left; padding: 2px;">Subject:</th> <th style="text-align: center; padding: 2px;">Reading</th> <th style="text-align: center; padding: 2px;">Math</th> <th style="text-align: center; padding: 2px;">Science</th> <th style="text-align: center; padding: 2px;">Language Arts</th> <th style="text-align: center; padding: 2px;">Writing</th> <th style="text-align: center; padding: 2px;">Social Studies</th> </tr> <tr> <td style="padding: 2px;"><b>Minimal</b></td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> </tr> <tr> <td style="padding: 2px;"><b>Basic</b></td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> </tr> <tr> <td style="padding: 2px;"><b>Proficient</b></td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> </tr> <tr> <td style="padding: 2px;"><b>Advanced</b></td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> <td style="text-align: center; padding: 2px;">○</td> </tr> </table>	Subject:	Reading	Math	Science	Language Arts	Writing	Social Studies	<b>Minimal</b>	○	○	○	○	○	○	<b>Basic</b>	○	○	○	○	○	○	<b>Proficient</b>	○	○	○	○	○	○	<b>Advanced</b>	○	○	○	○	○	○
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	<p><b>Directions: Complete Section 3 for all students who participated in WSAS Alternate Assessments—Pre-Requisite Skill.</b> If a student with a disability is not expected to take one or more regular assessments (WKCE-CRT) based on his/her IEP, complete and score the WSAS Alternate Assessments—Pre-Requisite Skill in those subject areas. Fill in one circle under each subject.</p>																																			
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	<p><b>Directions: Complete Section 4 for each subject area test for English Language Learners (ELL) and Students with Disabilities (SwD) who participated in WKCE-CRT with accommodations.</b> Fill in all that apply.</p>																																			
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Before assembling materials, check to see that there are no extraneous materials—pencils, scratch paper, punch-out tools, etc.—inside the test books.

STEP  
10

## Assemble Materials for Return

After your testing is complete, check students' test books to be sure

- ☐ all information on the Student Information Page is accurate and complete (if labels are not used)
- ☐ all information on the back cover of the test book is accurate and complete
- ☐ all stray pencil marks are erased
- ☐ all erasures are complete
- ☐ all test books are accounted for and returned to the School Assessment Coordinator immediately. **The number of used and unused test books returned to the School Assessment Coordinator must exactly match the number of test books given to you at the start of testing.**

NOTE: CHECK TO SEE THAT THE PUNCH-OUT TOOLS ARE NOT IN THE TEST BOOKS. DO NOT RETURN SCRATCH PAPER OR PUNCH-OUT TOOLS.

## Marking Tests Invalid

Every effort must be made to administer both content area tests in the WKCE-CRT to all students. For those students who have missed taking the WKCE-CRT content area tests, you must provide additional opportunities during the testing window (October 23–November 24, 2006) for students to take either or both of the content area tests administered during their absence. Remember, once the state-designated testing window closes, all testing ends.

A test may be marked invalid if, during the testing session, the student is removed from the test administration site for reasons including, but not limited to, disturbed behavior, health-related issues, etc.

To invalidate a Reading or Mathematics test, fill in all circles for Questions 1 through 5 for the respective content area(s).

**Students whose tests are invalidated count as not-tested students for accountability purposes; therefore, invalid tests may adversely impact the federal accountability requirement of 95% participation rate for a school and district.**

Return all test materials to your School Assessment Coordinator.



# THE ASSESSMENT MATRIX

<b>Guidance for All Students is determined on an as-needed basis. Accommodations for SwD/504 are determined by IEP/504 Plan. Accommodations for ELL are determined by a teacher process.</b>				
<b><i>I. Assistance Prior to Administering the Test</i></b>				
1. Teach test-taking skills.	●	●	●	●
2. Administer practice activities.	●	●	●	●
<b><i>II. Motivational</i></b>				
1. Provide treats, snacks, or prizes, as appropriate.	●	●	●	●
2. Provide verbal encouragement of student's efforts.	●	●	●	●
3. Encourage student who may be slow at starting to begin.	●	●	●	●
4. Encourage student who may want to quit to sustain effort longer.	●	●	●	●
5. Encourage student to remain on task.	●	●	●	●
<b><i>III. Presentation/Test Directions and Content</i></b>				
1. Use visual magnification devices.	●	●	●	●
2. Use audio amplification devices.	●	●	●	●
3. Use markers to maintain place.	●	●	●	●
4. Allow students to mark with pencil as they read test content. <sup>4</sup>	●	●	●	●
5. Read directions aloud.	●	●	●	●
6. Use a tape recording of directions.	●	●	●	●
7. Use directions that have been marked with pencil by teacher and student.	●	●	●	●
8. Reread directions for each subtask as needed.	●	●	●	●
9. Simplify language in directions. <sup>1</sup> (Read directions without expansion or extension.)		●	●	●
10. Have student reread and restate directions in his/her own words.		●	●	●
11. Use sign language or oral interpreters for directions and sample items.		●	●	●
12. Turn pages for the student.		●	●	
13. Provide spelling assistance where appropriate. (not allowed on Reading or Language Arts tests)		●	●	●
14. Use directions that have been marked with highlighting by teacher and student. <sup>2</sup>		●	●	●
15. Provide Braille or large print editions of the test.		●	●	



16.	Provide a copy of diagram/tables needed for tasks so student does not have to flip back and forth in test booklet.			•	
17.	Read questions and content to student. <sup>1</sup> (not allowed on Reading test of WKCE-CRT)			•	•
18.	Sign questions and content to student. <sup>1</sup>			•	
19.	Use text-talker converter. <sup>1</sup>			•	
20.	Provide the assistance of a qualified translator to read or translate test items in content areas (orally or in writing). <sup>1</sup> (not allowed on Reading or Language Arts tests)				•
21.	Read questions and content aloud in simplified English, in English as written, or in the native language. (not allowed on Reading or Language Arts tests)				•
22.	Provide spelling assistance, such as spelling dictionaries and spell/grammar checkers. Provide bilingual word lists, customized dictionaries (word-to-word translations), and glossaries. <sup>1</sup> (not allowed on Reading or Language Arts tests)				•
23.	Explain/clarify directions in native language or English. Provide both oral and written directions in either native language or English, including audiotaped directions. (not allowed on Reading or Language Arts tests)				•
24.	Provide audio recording of test items in English that is simplified English for words not related to content. (not allowed on Reading or Language Arts tests)				•
<b>IV. Response</b>					
1.	Allow students in Grades 3 and 4 with an IEP or 504 Plan to use a calculator on all sections except the sections measuring computation skills.	•		•	
2.	Mark responses in large print answer document.			•	•
3.	For selected-response items, indicate responses to a scribe.	•		•	•
4.	Record responses on audiotape. (not allowed for constructed-response Writing test)	•		•	•
5.	For selected-response items, use sign language to indicate response.	•		•	•
6.	Use template to maintain place for responding.	•		•	•
7.	Use graph paper to align work.	•		•	•
8.	For constructed-response items, indicate responses to a scribe, except for Writing test.	•		•	•
9.	Use pencils adapted in size or grip.	•		•	•
10.	Use speech synthesizer or electronic reader.			•	
11.	Use computer or word processor for recording responses; then transcribe into the test book.			•	•
12.	Use Braille writer for recording responses.			•	
13.	Use communications device to indicate responses.			•	
14.	Use lined or grid paper for recording answers when only blank space is provided.			•	
15.	Allow student to use highlighter as student reads content of test. <sup>2</sup>			•	•
16.	Allow student to respond orally (or in writing) in native language and a translator records (or translates) student response in writing into English. (not allowed on Reading or Language Arts tests) <sup>1</sup>				•
17.	Provide audio recording of test items in native language version. (not allowed on Reading or Language Arts tests) <sup>1</sup>				•

## THE ASSESSMENT MATRIX

	All Students	Students with Disabilities/504	English Language Learner
18. Provide side-by-side bilingual test or translated version. (not allowed on Reading or Language Arts tests) <sup>1</sup>			•
<b><i>V. Setting</i></b>			
1. Provide distraction-free space or an alternative location for the student (e.g., study carrel, front of classroom).	•	•	•
2. Take the test with a small group or a different class.	•	•	•
3. Take the test at home or in a care facility (e.g., hospital), with district supervision.	•	•	•
4. Use adaptive furniture.	•	•	•
5. Use special lighting and/or acoustics.	•	•	•
6. Place the student in the room or part of the room where he/she is most comfortable.	•	•	•
7. Provide for an individual and supervised test administration.	•	•	•
8. Allow the student freedom to move, stand, or pace during an individualized administration of the test.		•	
<b><i>VI. Timing/Scheduling</i></b>			
1. Timing of the test <sup>3</sup> Each section of every test has a specific time allotment for completion. A person administering the test may provide a break or multiple breaks as long as the time allotted for students to take the test is provided. Example: The time allotment for a section of a test is one hour. Instead of scheduling the test from 9:00 a.m. to 10:00 a.m., the test administrator may schedule it from 9:00 a.m. to 10:15 a.m. and provide a 15-minute break. The students are given the time allotted to take the test—one hour—and are given a 15-minute break.	•	•	•
2. Scheduling Each tested subject is given in multiple sections. There is no need to test all sections in a subject on the same day. Example: Mathematics has multiple sections. All Mathematics sections can be given in one day, or sections can be given on multiple days.	•	•	•
3. Provide extra time for any timed test. <sup>1, 3</sup> Each section of every test has a specific time allotment to complete the test. ELL students and Students with Disabilities/504 may be provided extra time beyond the time allotted. Example: The time allotment for a section of the test is one hour. Time may be extended for as long as the student needs to complete this section as long as this section is completed within the day it has been started.		•	•
4. Allow more breaks that result in extra time for any timed test. <sup>1, 3</sup> ELL students and Students with Disabilities/504 may have additional and/or extended breaks beyond the number of breaks provided during the administration of the test.		•	•

## Explanations of Footnotes

<sup>1</sup> Denotes a Category 2 accommodation, which is an accommodation that may possibly have an effect on student performance that should be considered when interpreting individual test scores.

<sup>2</sup> Denotes an accommodation involving the use of highlighters. Highlighters may be used only by ELL students and Students with Disabilities. Please note: Carefully supervise the use of highlighters because they may cause smudging of pencil marks and bubbles and, therefore, could affect reliability of scoring. If highlighters are used, the following guidelines must be followed:

### **Guidelines for Highlighters (CTB/McGraw-Hill):**

1. Do not allow the highlighting of track marks, litho-barcodes, skunk lines, litho-barcodes, preslugged bubbles, or any carbon black printing. The highlighters cause these black inks to blur and bleed.
2. Do not allow the highlighting of pencil marks of any kind, whether bubbles or handwriting. The highlighters cause pencil marks to blur and bleed.
3. Use only highlighters from the following list (these highlighters were tested and found to have minimal problems):  
Avery Hi-Liter  
Avery Hi-Liter, thin-tipped  
Bic Brite-Liner  
Sanford Major Accent  
Sanford Pocket Accent, thin-tipped

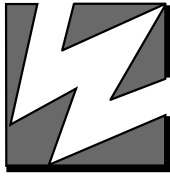
<sup>3</sup> Denotes an accommodation for which test security should be considered.

Test security must be maintained during all breaks within a testing session. To lessen the risk of a security breach during these breaks, students requiring the use of restroom facilities must be escorted by either the proctor or a test examiner. In addition, students must not be allowed to use any form of wireless communication during these breaks.

<sup>4</sup> Parameters for marking test book with No. 2 pencil:

1. Do not mark in the bubble answer positions.
2. Do not mark in the student pre-ID litho-barcode on the litho-barcode label.
3. Do not mark in the timing tracks (the parallel lines along the side of the test book).
4. Do not mark in the skunk lines (the little squares and rectangles across the bottom of each page of the test book).
5. Do not mark in the litho-barcodes (the squares and numbers across the bottom of the document on the first and last page of the test book).

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